



4th ENSEC Conference Social and Emotional Competence in a Changing World Zagreb, July 3 – 7, 2013

The fourth international conference ENSEC (*European Network for Social and Emotional Competence*) on the theme “*Social and Emotional Competence in a Changing World*” took place at the Faculty of Teacher Education University of Zagreb from July 3-7, 2013. The Conference was organized in collaboration of the Faculty of Teacher Education and ENSEC. This is the first scientific conference which took place in Croatia since it has become a European Union member state on July 1, 2013.

The aim of the 4th ENSEC conference was to present the results of research by professionals in Europe and around the world who have been working in the area of emotional and social competence as well as to develop interpersonal cooperation in the area of developing social and emotional competence among children and young adults in a community, and to create a stronger network among colleagues in Europe and the world.

Over 100 participants from 32 countries around the world participated in the conference of which participants from 27 countries presented their work: Argentina, Australia, Denmark, Greece, Croatia, Ireland, Italy, Israel, Japan, South Africa, South Korea, Canada, China (Hong Kong), Malta, Norway, New Zealand, Germany, Oman, Poland, Portugal, USA, Singapore, Slovenia, Sweden, Switzerland, Turkey and Great Britain.

The Conference consisted of: 4 plenary talks, 64 participant presentations, and 12 poster presentations. Three workshops made up the Pre-Conference event.

The importance of the topic of the 4th ENSEC Conference was recognized by the Croatian president, Professor Ivo Josipović, PhD, Minister of Science, Education and Sports of the Republic of Croatia, Dr. Željko Jovanović, City of Zagreb mayor Milan Bandić, and the Rector of the University of Zagreb, Professor Aleksa Bjeliš, PhD, who also sponsored the Conference. The Conference was financially supported by the Ministry of Science, Education and Sports.

The Conference opening ceremony took place at the Vatroslav Lisinski Concert Hall in Zagreb on July 3, 2013 starting at 6 pm. Welcoming addresses were given by:

Professor Renata Miljević-Riđički, PhD Faculty of Teacher Education, University of Zagreb

Kathy Evans, Faculty of Education and Social Sciences, University of Wales, Newport, UK

Professor Ivan Prskalo, PhD, Dean of the Faculty of Teacher Education, University of Zagreb

Tedi Lušetić, BA, representative of the City's department for education

Professor Ružica Beljo Lučić, PhD, assistant to the Minister of Higher Education

The opening ceremony was enriched by 3rd year students from the Academy of Performing Arts of the University of Zagreb who presented parts of their final examination for the course Stage movement (course leader: Ksenija Zec, BA and Saša Božić, assistant).

Each day of the Conference would begin with a presentation by an invited lecturer. The following were key note speakers: Prof. Gordana Buljan Flander, PhD (Croatia), Prof. David Berridge, PhD (Great Britain), Linda Lantieri, senior adviser for socio-emotional programmes (USA), and Professor Emeritus Katherine Weare (Great Britain). After the key notes, the programme usually continued in five parallel sessions during the morning hours and five parallel sessions in the afternoons. Poster presentations took place after the presentations.

The main themes of the Conference were: children's rights, active participation of children and young people, peer relationships in childhood and adolescence, supporting the early years: education and social care, children and young people in the criminal justice system, children and young people in complex/changing families, care of children and young people, inter-professional collaboration, supporting children and young people with mental difficulties, promotion of children's and young people's mental health, risk and resilience, children's and young people's positive development, positive education, engaging the heart in education, children and young people from minority cultures, researching social and emotional competence: measuring its impact, evidence-based social and emotional competence programmes, the role of the school in developing social and emotional competence, children and young people as researchers, the positive and negative impact of new technologies on children and young people, bullying and cyber bullying at school, college, university, emerging issues in the 21st century.

It is important to mention that certain Conference events took place prior to the opening ceremony. During the Pre-Conference Event, the 8th international PATHS Conference took place with the topic "*PATHSTM Diffusion: New Findings, New Challenges*", designed for teachers, coordinators, researchers, administrators and trainers who are involved in the PATHS programme of social and emotional learning. The Chairpersons of this Conference were Prof. Mark T. Greenberg, PhD (USA) the

founder and leader of the PATHS programme, Prof. Josipa Bašić, PhD, head of the PATHS programme in Croatia and Prof. Davide Antognazza, PhD from Switzerland. In addition to that, two workshops took place during the pre-conference event: *Children as Active Researchers*, lead by Carmen Huser from Germany and Professor Emeritus Helen Cowie from the UK, and the workshop *The Role of Attachment in the Promotion of Social and Emotional Competence*, lead by Prof. Milivoj Jovančević, MD, PhD from Croatia and Kathy Evans from Great Britain.

The first Conference day began with the presentation of the invited lecturer Prof. Gordana Buljan Flander, director of the Child Protection Centre in Zagreb on the topic *Children in the Midst of High Conflict Divorce*. In her presentation, she emphasized that every fourth divorce is a high conflict divorce and that children from such marriages and divorces are under great risk of long-term negative effects. Particular attention was devoted to parental manipulations and consequences which parental manipulations have on a child's emotional and social development.

During the morning hours, after the keynote presentations, Conference participants could present their work at one of five parallel sessions and the topics were the following: Social and emotional competence at an early age, research in social and emotional competence, research in resilience, promotion of alternative thinking strategies, promotion of resilience and socio-emotional competence in primary schools: examples of good practice from the European Union.

During the afternoon hours work continued in parallel sessions and the topics were the following: social and emotional competence in primary school, research in resilience, systematic approaches to social and emotional learning, evaluation of social and emotional learning, PATHS programme.

The key note speaker on the **second day of the Conference** was David Berridge, professor of child and family welfare from the University of Bristol whose presentation was dedicated to children living away from families, in homes for minors and in host families. He presented some general observations and conclusions from a 25-year long research in child and family welfare with particular emphasis on the evaluation of the socio pedagogical pilot programme whose aim was to establish factors which contribute to positive development of children living away from family and their active and competent integration into the community. Issues relating to the direction in which future work should be heading in today's changing world were discussed.

The morning's parallel sessions comprised the following topics: research in social and emotional learning, working with risk groups, parental influence on social and emotional competence, work with violence, and social-emotional competence for safety and efficiency.

Topics of *afternoon sessions* were the following: working in the era of technology, working with trauma, social and emotional competence and difficulties, social and emotional competence and minorities.

Poster presentations were given by 12 participants from six countries. The posters mostly presented results from research in the area of children's mental health and children's social and emotional development.

The well-known motivational speaker and former teacher and high school principal with over 40 years of work experience, Linda Lantieri from Hunter College New York, was the invited key note speaker on the **third day** of the Conference. The topic of her presentation was the application of a transformational approach in strengthening and broadening social and emotional learning in schools with emphasis on the role of teachers and school staff for the development of socio-emotional competence of a child. As she states: "In a school which is based on the foundations of socio-emotional learning, adults have a chance to contribute to the world movement in transforming what is known as education. This new vision of education respects the quality of a subjective experience and growth as proven points of society's development. It involves the wider perspective which recognizes qualities such as empathy, resilience and happiness as worthy as school achievement itself."

The topics of the *morning sessions* were: teaching and learning socio-emotional competences, the curriculum and socio-emotional competence and wellbeing and the workshop entitled "Saying without speaking".

The topics in the *afternoon sessions* were the following: promotion of socio-emotional competence in schools, promotion of social and emotional competence in tertiary education and promotion of mental health in schools – transcontinental perspective.

The invited speaker for the **final day** of the Conference was Katherine Weare, Professor Emeritus at the University of Exeter and Southampton, an international specialist for the area of social and emotional learning and mental health. With her presentation entitled Mindfulness – in schools and for the young – current and future perspective, she announced the end of the Conference. Those present at her talk were given a chance to experience the mindfulness technique for young which through lessening tension in body and mind contributes to a better psychical and physical health, improvement of attention and concentration, factors which are necessary for growth, development, learning and a happy life of young people but also adults.

Apart from attending presentations, a great number of participants enjoyed the informal activities such as the visit to the Picasso exhibition, visit to the Broken Relationship Museum, the gala dinner and the visit to the Plitvice lakes. The organization of this informal part of the conference was in the hands of the tourist agency Quo Vadis under the professional leadership of Mrs Marijana Augustinov who through her engagement and kindness significantly contributed to the pleasant atmosphere throughout the Conference.

However, in executing the formal and informal part of the conference a significant role was played by volunteers, students of the Faculty of Teacher Education. Under the leadership of Prof. Vladimira Velički their kindness, openness and helpfulness

created a welcoming conference atmosphere thus promoting Croatian hospitality in Europe and around the world.

As part of the Conference, an exhibition of children's art work "Laughter and Tears" was also organized by the Vice-Dean of the Faculty of Teacher Education, Antonija Balić Šimrak and opened by Prof. Danijel Žabčić, director of the Gallery of the Faculty of Teacher Education.

Considering the above mentioned, the final conclusion relating to the Conference which was expressed by one of the founders of the ENSEC network, Carmel Cefai is that this Conference by far surpassed its expectations in terms of quality and quantity of papers and presentations from around the world. In addition to that, with sincere delight, he emphasized that the atmosphere of the Conference was in the spirit of the theme, in the spirit of developing emotional and social competence. He congratulated the organizers and chair persons Prof. Renata Miljević-Riđički and Kathy Evans, as well as all other members of the organizational committee and those who in any way contributed to the organization of the Conference. In the end, he added that regardless of where the next ENSEC conference will be taking place, the organizers will be faced with a real challenge in terms of meeting the high standards set by Croatia as the host country for the 4th ENSEC Conference.

Tea Pahić

4. ENSEC konferencija Socijalna i emocionalna kompetencija u promjenjivom svijetu Zagreb, 3. - 7. srpnja 2013.



Četvrta međunarodna konferencija ENSEC (*European Network for Social and Emotional Competence*) s temom „Socijalna i emocionalna kompetencija u promjenjivom svijetu“ održana je od 3. - 7. srpnja 2013. na Učiteljskom Fakultetu Sveučilišta u Zagrebu, u organizaciji Učiteljskog fakulteta i ENSEC-a. To je prva znanstvena konferencija održana u Hrvatskoj kao punopravnoj članici Europske Unije od pristupanja Uniji dana 1. srpnja 2013. godine.

Cilj ove 4. ENSEC konferencije bio je upoznavanje s rezultatima rada europskih i svjetskih stručnjaka iz područja emocionalne i socijalne kompetencije, kao i razvoj šire međusobne suradnje u području razvoja socijalne i emocionalne kompetencije djece i mladih u zajednici, te stvaranje jače mreže i povezanosti s kolegama u Europi i svijetu.

Na konferenciji je sudjelovalo više od 100 sudionika iz 32 zemlje svijeta, pri čemu su svoje radove izložili sudionici iz 27 zemalja: Argentine, Australije, Danske, Grčke, Hrvatske, Irske, Italije, Izraela, Japana, Južne Afrike, Južne Koreje, Kanade, Kine (Hong Kong), Malte, Norveške, Novog Zelanda, Njemačke, Omana, Poljske, Portugala, SAD-a, Singapura, Slovenije, Švedske, Švicarske, Turske i Velike Britanije.

Na konferenciji su održana: 4 plenarna predavanja, 64 prezentacije sudionika i 12 poster- prezentacija. Prije Konferencije održane su 3 radionice.

Važnost teme 4. ENSEC konferencije prepoznata je i od predsjednika Republike Hrvatske prof. dr. Ive Josipovića, ministra znanosti, obrazovanja i sporta Republike Hrvatske dr. sc. Željka Jovanovića, gradonačelnika Zagreba Milana Bandića, kao i rektora Sveučilišta u Zagrebu prof. dr. sc. Alekse Bjeliša, koji su prihvatili pokroviteljstvo Konferencije. Konferencija je održana uz novčanu potporu Ministarstva znanosti, obrazovanja i sporta.

Svečano otvorenje Konferencije održano je u Koncertnoj dvorani Vatroslav Lisinski u Zagrebu 3. 7. 2013. u 18,00 sati. Pozdravne govore održali su:

Prof. dr. sc. Renata Miljević-Riđički, Učiteljski fakultet Sveučilišta u Zagrebu
Kathy Evans, Faculty of Education and Social Sciences, University of Wales,
Newport, UK

Prof. dr. sc. Ivan Prskalo, dekan Učiteljskog fakulteta Sveučilišta u Zagrebu
Tedi Lušetić, prof., predstavnik Gradskog ureda za obrazovanje
Prof. dr. sc. Ružica Beljo Lučić, pomoćnica Ministra za visoko obrazovanje

U programu otvorenja sudjelovali u studenti 3. godine Akademije dramske umjetnosti Sveučilišta u Zagrebu i prikazali dijelove ispita scenskog pokreta (voditelji: prof. Ksenija Zec i Saša Božić, asistent).

Svaki radni dan konferencije započeo je izlaganjem gosta predavača. Gosti predavači na konferenciji, prema redoslijedu izlaganja, bili su: prof. dr. sc. Gordana Buljan Flander (Hrvatska), prof. dr. sc. David Berridge (Velika Britanija), Linda Lantieri, viša savjetnica za socio-emocionalne programe (SAD) i prof. emeritus Katherine Weare (Velika Britanija). Nakon izlaganja gosta predavača rad se uglavnom nastavljao u pet paralelnih sekcija u prijedpodnevnim i pet paralelnih sekcija u poslijepodnevnim satima, a drugog i trećeg dana konferencije u poslijepodnevnim su se satima, nakon izlaganja, održavale poster prezentacije.

Glavne teme konferencije bile su: dječja prava, aktivna participacija djece i mladih, vršnjački odnosi u djetinjstvu i adolescenciji, pomoć djeci u ranoj dobi: obrazovanje i socijalna skrb, djeca i mladi u pravosudnom sustavu, djeca i mladi u kompleksnim/promjenjivim obiteljima, briga o djeci i mladima, suradnja među strukama, podrška djeci i mladima s mentalnim teškoćama, promocija zdravlja djece i mladih, rizik i otpornost, pozitivan razvoj djece i mladih, pozitivno obrazovanje, uključivanje emocija u obrazovanje, djeca i mladi iz manjinskih kultura, istraživanja socijalne i emocionalne kompetencije: mjerenje utjecaja, provjereni programi socijalne i emocionalne kompetencije, uloga škole u razvoju socijalne i emocionalne kompetencije, djeca i mladi kao istraživači, pozitivni i negativni utjecaji novih tehnologija na djecu i mlade, bullying i cyberbullying u školi i na fakultetu, goruća pitanja 21. stoljeća.

Potrebno je istaknuti da su zbivanja na konferenciji započela prije svečanog otvorenja. Tijekom **pretkonferencijskog dana** održana je Osmi međunarodna PATHS konferencija s temom „*PATHSTM difuzija: Novi zaključci, novi izazovi*“, namijenjena učiteljima, koordinatorima, istraživačima, administratorima i trenerima koji su uključeni u PATHS (RASTEM) program socijalnog i emocionalnog učenja. Predsjedatelji konferencije bili su prof. dr. Mark T. Greenberg iz SAD-a, idejni začetnik i voditelj PATHS programa, prof. dr. sc. Josipa Bašić, voditeljica PATHS programa u Hrvatskoj i prof. dr. sc. Davide Antognazza iz Švicarske. Osim toga, u pretkonferencijskom danu održane su i dvije radionice: *Djeca kao aktivni istraživači (Children as Active Researchers)*, pod vodstvom Carmen Huser iz Njemačke i prof. emeritus Helen Cowie iz UK, i radionica *Uloga privrženosti u promociji socijalne i emocionalne kompetencije (The Role of Attachment in the Promotion of Social and Emotional Competence)* pod vodstvom prim. dr. sc. Milivoja Jovančevića iz Hrvatske i Kathy Evans iz Velike Britanije.

Prvi radni dan konferencije započeo je izlaganjem gošće predavačice prof. dr. sc. Gordane Buljan Flander, ravnateljice Poliklinike za zaštitu mentalnog zdravlja djece Grada Zagreba, o temi *Djeca u središtu visokokonfliktnih razvoda*. U svom izlaganju naglasila je da je čak svaki četvrti razvod visoko konfliktan i da su djeca iz takvih

brakova i razvoda pod najvećim rizikom od dugoročnih negativnih posljedica. Posebna je pažnja bila posvećena roditeljskim manipulacijama i posljedicama koje roditeljske manipulacije imaju na djetetov emocionalni i socijalni razvoj.

U prijepodnevnim satima, nakon izlaganja gošće predavačice, sudionici konferencije svoje su radove prezentirali u nekoj od pet paralelnih sesija, a teme su bile: socijalna i emocionalna kompetencija u ranoj dobi, istraživanje socijalne i emocionalne kompetencije, istraživanje otpornosti, promocija alternativnih strategija mišljenja, promocija otpornosti i socijalno-emocionalne kompetencije u osnovnim školama: primjeri dobre prakse iz Europske unije.

U poslijepodnevnim satima nastavljen je rad u pet paralelnih sesija, a teme izlaganja bile su: socijalna i emocionalna kompetencija u osnovnoj školi, istraživanje otpornosti, sustavni pristupi socijalnom i emocionalnom učenju, evaluacija socijalnog i emocionalnog učenja, PATHS program.

Gost predavač **drugog radnog dana** konferencije bio je David Berridge, profesor dječje i obiteljske skrbi iz Sveučilišta u Bristolu, koji je svoje izlaganje posvetio djeci koja žive izvan obitelji, u domovima za maloljetnike i udomiteljskim obiteljima. On je iznio neka opća opažanja i zaključke 25-godišnjeg istraživanja dječje i obiteljske skrbi, s posebnim osvrtom na evaluaciju sociološko pedagoškog pilot programa čiji je cilj bio utvrditi koji čimbenici doprinose pozitivnom razvoju djece koja žive izvan obitelji i njihovu aktivnom i kompetentnom uključenju u život zajednice. Razmatrala su se i pitanja smjera budućeg djelovanja u današnjem promjenjivu svijetu.

Prijepodneвне паралелне секције uključivale su ove teme izlaganja: istraživanje socijalnog i emocionalnog učenja, rad s rizičnim grupama, roditeljski utjecaj na socijalnu i emocionalnu kompetenciju, rad s nasiljem i socijalno-emocionalna kompetencija za sigurnost i djelotvornost.

Teme *poslijepodnevnih sekcija* bile su: rad u eri tehnologije, rad s traumama, socijalna i emocionalna kompetencija i teškoće, socijalna i emocionalna kompetencija i manjine.

U poster prezentacijama sudjelovalo je 12 sudionika iz šest zemalja svijeta, a prezentirani su uglavnom rezultati istraživanja iz područja mentalnog zdravlja djece, dječjeg socijalnog i emocionalnog razvoja.

Gost predavač **trećeg dana** bila je Linda Lantieri iz Hunter Collegea iz New Yorka, poznata motivacijska govornica i bivša učiteljica i ravnateljica srednje škole s više od 40 godina radnog iskustva. Tema njezina izlaganja bila je primjena transformacijskog pristupa jačanju i produbljivanju socijalnog i emocionalnog učenja u školama s fokusom na ulogu učitelja i osoblja škole u izgradnji socio-emocionalne kompetencije kod djeteta. Kao što navodi: „ U školi koja se temelji na socijalno-emocionalnom učenju odrasle osobe imaju priliku doprinijeti u svjetskom pokretu u transformaciji onog što se naziva obrazovanost. Ta nova vizija obrazovanja poštuje kvalitetu subjektivnog iskustva i rasta kao dokazane točke razvoja društva. Ona uključuje širu perspektivu koja vidi kvalitete poput suosjećanja, otpornosti i sreće jednakovrijednim kao i samo školsko postignuće.“

Teme *prijepodnevnih sekcija* bile su: poučavanje i učenje socijalno-emocionalne kompetencije, kurikulum i socijalno-emocionalna kompetencija i dobrobit te radionica o temi „Reći bez riječi“.

Teme *poslijepodnevnih sekcija*: promocija socijalno-emocionalne kompetencije u školama, promocija socijalne i emocionalne kompetencije u terciarnom obrazovanju i promocija mentalnog zdravlja u školama – transkontinentalna perspektiva.

U **završnom danu** konferencije gost predavač bila je Katherine Weare, profesor emeritus na Sveučilištu Exeter i Southampton, međunarodni stručnjak iz područja socijalnog i emocionalnog učenja i mentalnog zdravlja. Izlaganjem Mindfulness (usredotočenost) u školama i za mlade - sadašnja i buduća perspektiva najavljen je kraj konferencije, a prisutni su upoznati s tehnikom usredotočenosti za mlade ljude, koja smanjivanjem napetosti u tijelu i umu doprinosi boljem psihičkom i fizičkom zdravlju, te poboljšanju pažnje i koncentracije, čimbenicima koji su vrlo važni za rast, razvoj, učenje i sretan život mladih, ali i odraslih osoba.

Osim u sudjelovanju na izlaganjima, velik dio sudionika konferencije uživao je u neformalnim aktivnostima poput posjeta izložbi Picassa, posjeta Muzeju prekinutih veza, sudjelovanja na gala večeri i posjeta Plitvičkim jezerima. Organizacija neformalnog dijela konferencije bila je u nadležnosti turističke agencije Quo Vadis pod stručnim vodstvom gospođe Marijane Augustinov koja je svojim angažmanom i ljubaznošću uvelike doprinijela ugodnom konferencijskom ozračju.

Međutim, u provođenju formalnog i neformalnog dijela konferencije, potrebno je naglasiti i značajnu uloga volontera, studenata Učiteljskog fakulteta, koji su pod vodstvom profesorice Vladimire Velički svojom susretljivošću, uslužnošću i ljubaznošću također značajno doprinijeli ozračju dobrodošlice i promociji hrvatske gostoljubivosti u Europi i šire.

U sklopu Konferencija otvorena je izložba dječjih crteža „I smijeh i plač“, koju je organizirala prodekanica za nastavu Učiteljskog fakulteta Antonija Balić Šimrak, doc., a otvorio voditelj Galerije Učiteljskog fakulteta Danijel Žabčić, red. prof.

S obzirom na sve navedeno glavni zaključak Konferencije, koji je izrekao jedan od osnivača ENSEC mreže Carmel Cefai bio je da je ova konferencija uvelike nadmašila očekivanja, po kvaliteti i po kvantiteti pristiglih radova iz cijelog svijeta. Osim toga, on je, uz iskaze iskrenog zadovoljstva, istaknuo da je ozračje konferencije zaista bilo u duhu teme konferencije, u duhu promocije razvoja emocionalne i socijalne kompetencije, pa je u ime organizacijskog odbora ENSEC-a zahvalio i čestitao na iznimno uspješnoj organizaciji glavnim organizatoricama i predsjedateljicama prof. dr. sc. Renati Miljević-Ričički i Kathy Evans, kao i svim članovima organizacijskog odbora i onima koji su na bilo koji način dali svoj doprinos u organizaciji konferencije. Na kraju je još napomenuo da, bez obzira na to koja će zemlja biti organizator sljedeće ENSEC konferencije, pred organizatorima stoji velik izazov jer je Hrvatska kao domaćin 4. ENSEC konferencije postavila iznimno visoke standarde koje u budućnosti zasigurno neće biti lako doseći.

Tea Pahić

Federation Internationale D'éducation Phisique



FIEP 2013 - 8th FIEP European Congress,

8th FIEP Conference, Bratislava,
Slovakia, August 2013

The international conference FIEP (*Federation Internationale D'éducation Phisique*) took place from August 29 to September 1, 2013 at the Faculty of Physical Education and Sports in Bratislava, Slovakia. That was the 8th European FIEP Conference entitled *Physical Education and Sports Perspective of Children and Youth in Europe*. This year, the Conference was even more significant as FIEP celebrates its 90th anniversary.

FIEP is the oldest international organization in the field of physical education, fitness, health, recreation and Olympic education. At the international conference in Brussels in 1923 a Swede Einar Nerman advocated the foundation of the Federation Internationale de Gymnastique Suediose with the aim to integrate physical education into Olympic sport. His activity at the mentioned conference on July 11, 1923 resulted in the establishment of the organization known as the Federation Internationale de Gymnastique Educative. That date is taken as the day when FIEP as we know it today was founded.

The eighth European FIEP Conference was organized by the Faculty of Physical Education and Sports – Comenius University in Bratislava under the auspices of the Ministry of Education, Science, Research and Sports of the Republic of Slovakia. The aim of the Conference was to provide answers to issues relating to current trends in physical education and sport, the goals of such trends in the changing society and the role which physical education and sports play.

The Conference topics were the following:

Physical Education at Schools

Physical Education and Sports at Universities

Economic and Legal Problems of Physical Education and Sports

Leisure Activities, Nutrition, Health and Healthy Life Style of Children and Youth

Sport and Physical Education of People with Special Needs

Education and Training of Professionals – Physical Education Teachers, Coaches,
Managers

The opening ceremony of the conference was lead by the president of the European FIEP **Prof. Branislav Antala**. The participants in the Conference were welcomed by Ladislav Čambal minister of Education, Science, Research and Sports of the Republic of Slovakia, Prof. Miroslav **Holienka**, dean of the Faculty of Physical Education and Sports in Bratislava, and our scientists, **Prof. emer. Vladimir Findak**, **Prof. Ivan Prskalo**, PhD dean of the Faculty of Teacher Education in Zagreb, **Prof. Damir Knjaz**, PhD dean of the Faculty of Kinesiology in Zagreb, etc.

The FIEP conference was attended by 185 participants coming from 39 countries and five continents. A total of 68 papers were presented through presentations and 96 through posters. Among the numerous scientists, the participants from the Faculty of Teacher Education of the University of Zagreb stood out as they presented 15 papers. **Ivan Prskalo**, **Marko Badrić** and **Goran Sporiš** presented their work through posters entitled *Kinesiological Education in Teacher Education Programmes for Primary Education Teachers and Early Childhood and Preschool Education Teachers in the Republic of Croatia*. The aim of the paper was to compare the syllabi and the number of kinesiological courses in the curriculum of teacher education programmes and programmes of preschool education. The research included six universities from the Republic of Croatia. It can be concluded that the curricula of teacher education programmes are rather homogeneous, while curricula for the education of preschool teachers differ in the number of preschool courses. The adjustment of curricula according to the Bologna process influenced qualitative and quantitative changes in the number of courses that prepare students for teaching physical education and health. **Draženko Tomić** also presented his work "*Ethics and Sport by Kvirin Vasilj (1917-2005)*" through a poster showing ethical principles which are being applied in sports. He concluded that sport presents a risk in the economical and ethical sense. In order to win, a sportsman is capable of doing anything.

The paper entitled "*Correlation of attitudes towards school and physical education classes with leisure time physical activities*" was presented by the authors **Mateja Kunješić**, **Marija Lorger** and **Igor Bokor**. The authors aimed at establishing whether there was a relationship between attitudes towards schools and physical education classes and leisure time physical activity during the course of study. The multiple correlation of attitudes towards school and physical education classes with respect to doing some kind of leisure time physical activity is statistically significant but it cannot be said with certainty that only the attitude towards school influences doing some kind of leisure time physical activity. On the other hand, worrisome is the fact that female students, along with other leisure activities opt for a physical activity the least. The paper "*Importance of Sport and Physical Activities in a Child's Development – Attitudes of Female Students at the Faculty of Teacher Education*", authored by **Ivana Nikolić**, **Snježana Mraković** and **Vatroslav Horvat** speaks about the importance of sport and physical activity on a child's development from the point of view of female students from the Faculty of Teacher Education. Differences in points of view between students

of the primary teacher programme and preschool teacher programme were observed.

Apart from presenters from the Faculty of Teacher Education, other Croatian scientists also presented their work. The group of authors **Fredi Fioentini, Tihana Nemčić, Goran Sporiš and Marko Badrić** presented two papers on the same topic but using a varied sample: “*Latent Structure of Motor and Functional Variables on a Sample of Junior Football Players*“ and “*Latent Structure of Motor and Functional Variables on a Sample of Cadet Football Players*“: The first paper revealed four latent variables: primary agility, endurance, explosive strength and isokinetic force, while the other in addition to the four variables revealed another – secondary ability. The paper “*Weight in Young Students from Rural Area*“ by **Marko Čule, Nicola Lovecchio, Alksoy Aysegul, Luca Eid, Hrvoje Podnar and Viviana Zito** tackles a burning topic – obesity of children and adults. They claim that in the adolescent age, along with physical activity one must incorporate an appropriate diet and avoid risky behaviour. The same issue is tackled by **Vilko Petrić, Anek Goel, Dario Novak and others** in the paper “*Weight Categories and Physical Activity Habits in Students from Rural Area*“ which describes the measurements of BMI of high school students and questions their sports habits. A third of the tested students do not engage in a sports activity and it is interesting that almost 70% of them have a normal body weight. More than half of the students with a normal body weight stated that they engage in a physical activity, while 64% of the obese students stated that they engage in some kind of physical activity during their leisure time. Young authors **Mia Masnjak, Vanja Lakovnik and Lea Masnjak** presented their work through a poster entitled “*Perceived Subjective Wellbeing, Motivation in Sport Context and Estimated Level of Physical Activity of Adolescents with Intellectual Disabilities*“. The results show that adolescents who are intellectually challenged lead a sedentary way of life and that girls are more inactive than boys. Because of that, this population is under greater risk for developing illnesses related to low movement. **Koraljka Josipa Neferović** in her work “*Youth Sporting Activity Seen through Competitions of the School Sporting Associations in Požega-Slavonia County (Croatia)*“ emphasizes the importance of school sport which since the 1999/2000 school year involves fewer participants. The negative trend is continued despite the increase of the number of students and sports which they can take on. Because of that scientists should try to find ways which would stimulate students to enter into a sports life and in that way stop the negative trend. **Dario Novak, Matteo Merati, Francesco Casolo et al.** presented the work “*Cooper Run Test in Young Students from a Metropolitan Area*“ for which they measured students using the Cooper test each year starting from 2003 until 2011. They established that girls ran the best in 2005 and the worst in 2007 while boys had their best runs in 2004 and worst in 2006 and 2009. However, the inconsistency of the trend cannot be determined for both genders. The paper “*Trends in Increase of Functional Abilities of Primary School Students*“, by authors **Mislav Papec, Darija Farkaš and Danja Đapić Štriga**, speaks about the importance of observation, testing and assessment of kinaanthropological characteristics in order to reach an

objective diagnosis of the situations and to provide some prognosis for improvement. Based on the research results they conclude that when students enter higher grades, the level of functional ability is reduced, and that effort should be put into raising the levels of their cardiovascular systems. The authors **Zlatko Šafarić, Davorin Babić and Hrvoje Ajman** in their paper *“Trends in the Increase of Explosive Strength in Primary and Secondary School Students”* follow the development of explosive strength of the lower extremities using the standing long jump test during one school year. In the pre-puberty period (grades 5 and 6) boys start to differentiate from boys in terms of explosive strength. From the 7th grade of primary school until the first grade of high school, female students start to differentiate from boys in all motor skills. The authors emphasize that during that period more accent should be placed on the development of repetitive and explosive strength. The paper *“Trends in Height and Weight Increase at Primary and Secondary School”* by authors **Antonija Ščetarić, Ana Petković and Ivan Holik** talk about gender differences of students with respect to entering puberty and the observable morphological changes. Girls enter the phase of pre-puberty earlier than boys and therefore in their entry into adolescence their development is not as observable as with boys. **Desa Vrbanac** in her paper *“Behaviour Patterns in Leisure Time and Preferences for Physical Activities among First-Year Female Students at the Department of Educational Sciences, University of Pula”* brings forward results of the involvement of students in physical activity during their leisure time. Unfortunately, the majority of them spend their leisure time in a sedentary manner. More than half of the participants were involved in some type of physical activity, however not regularly and insufficiently for achieving some positive effects. **Maja Vukelja** with her paper *“Sign Language in the Sport and Physical Education in Croatia”* tackles the issue of the deaf and near deaf in sports. Due to their obstacles they mostly opt for sports such as walking, running and cycling. The author stresses the importance for people to learn the sign language of the deaf in order to transfer their knowledge onto them and involve them in other sports.

The Thulin Award was given at the Conference to Prof. Ivan Prskalo, PhD dean of the Faculty of Teacher Education in Zagreb

On the 31st of August 2013, during the closing ceremony, the Dean of the Faculty of Teacher Education of the University of Zagreb, Prof. Ivan Prskalo received the Thulin Award. The Thulin Award is given by the International Federation for Physical Education (FIEP) for great contributions to the development of physical education at the national and European level. The Award accompanied the 90th anniversary of FIEP Europe. Until 2013, the award was received by only four people – one from Romania, Spain, Switzerland and Lithuania. In addition to Prof. Prskalo the Thulin Award was given to the renowned professor Jela Labudova, PhD from the Comenius University in Bratislava. The Croatian Minister of Science, Education and Sports, Željko Jovanović congratulated Prof. Prskalo with the following words “I am deeply

convinced that we will witness such wonderful news in the future as that confirms the quality and competitiveness of higher education in the Republic of Croatia. Personally, and on behalf of the Ministry of Science, Education and Sports I wish you a lot of success in further professional and academic work“.

From left to right: Branislav Antala, president of FIEP Europe; Ivan Prskalo, dean



of the Faculty of Teacher Education, University of Zagreb; Miroslav Holienka, Dean of the Faculty of Physical Education and Sports, Comenius University in Bratislava

Ante Bežen and Mateja Kunješić

Federation Internationale D'éducation Phisique

FIEP 2013 - 8th FIEP European Congress,



Osma konferencija FIEP-a, Bratislava,
Slovačka, kolovoz 2013.

Međunarodna konferencija Internacionalne federacije za tjelesno obrazovanje (*Federation Internationale D'éducation Phisique - FIEP*) održana je od 29. kolovoza do 1. rujna 2013. godine na Fakultetu tjelesnog odgoja i sporta u Bratislavi, Slovačkoj. To je bila osma europska FIEP konferencija pod nazivom Tjelesno obrazovanje i sportske perspektive djece i mladih u Europi (*Physical Education and Sports Perspective of Children and Youth in Europe*). Važnost konferencije je bila tim veća jer se ove godine slavi 90. obljetnica postojanja FIEP-a.

FIEP je najstarija međunarodna organizacija koja se bavi tjelesnom edukacijom, fitnessom, zdravljem, tjelesnom aktivnošću u slobodno vrijeme i olimpijskom edukacijom. Na međunarodnoj konferenciji u Bruselsu 1923. Šveđanin Einar Nerman zalagao se za osnivanje Federation Internationale de Gymnastique Suediose s ciljem integracije tjelesne edukacije u olimpijski sport. Njegova aktivnost na spomenutoj konferenciji, 11. srpnja 1923., dovela je do osnivanja organizacije Internacionalna federacija edukativne gimnastike (*Federation Internationale de Gymnastique Educative*). Taj se datum uzima kao dan osnivanja današnjeg FIEP-a.

Osmu europsku FIEP konferenciju organizirao je Fakultet tjelesnog odgoja i sporta Sveučilišta Comenius u Bratislavi pod pokroviteljstvom Ministarstva obrazovanja, znanosti, istraživanja i sporta Republike Slovačke. Na konferenciji se željelo dobiti odgovore na pitanja o tome kakvi su trenutni trendovi u tjelesnoj edukaciji i sportu, koji su ciljevi tih trendova u mijenjanju društva i koja je uloga tjelesne edukacije i sporta u tome.

Teme na konferenciji su bile:

1. Tjelesna edukacija u školama
2. Tjelesna edukacija i sport na sveučilištima
3. Ekonomski i pravni problemi tjelesne edukacije i sporta
4. Aktivnosti u slobodnom vremenu, prehrana, zdravlje i zdrav način života djece i mladih

5. Sport i tjelesna edukacija osoba s posebnim potrebama
6. Edukacija i trening profesionalaca - profesori tjelesne edukacije, treneri, menadžeri.

Ceremoniju otvorenja konferencije predvodio je predsjednik europskog FIEP-a **prof. Branislav Antala**, a nakon njega sudionike su pozdravili **Ladislav Čambal**, ministar obrazovanja, znanosti, istraživanja i sporta Republike Slovačke, **prof. Miroslav Holienka**, dekan Fakulteta tjelesnog odgoja i sporta u Bratislavi, te naši znanstvenici **prof. emer. Vladimir Findak**, **prof. dr. sc. Ivan Prskalo**, dekan Učiteljskog fakulteta u Zagrebu, **prof. dr. sc. Damir Knjaz**, dekan Kineziološkog fakulteta u Zagrebu, i dr.

Na FIEP-u je bilo 185 sudionika iz 39 zemalja s 5 kontinenata. Sveukupno je izloženo 68 radova usmeno i 96 radova putem postera. Među mnogobrojnim znanstvenicima istaknuli su se sudionici s Učiteljskog fakulteta Sveučilišta u Zagrebu koji su izložili 15 radova. Tako su svoj rad putem postera izložili **Ivan Prskalo**, **Marko Badrić** i **Goran Sporiš** pod naslovom *Kineziološka edukacija u programima učiteljskih studija za učitelje primarnog odgoja i obrazovanja i odgojitelje u ranom i predškolskom odgoju i obrazovanju u RH*. Cilj je rada bio usporediti silabe i broj kinezioloških kolegija u kurikulumu učiteljskih i predškolskih studija. U istraživanju je sudjelovalo šest sveučilišta iz Republike Hrvatske. Može se zaključiti kako su kurikuli učiteljskih studija dosta homogeni, dok se kurikuli predškolskih studija razlikuju u broju kinezioloških kolegija. Prilagodba kurikula prema bolonjskom procesu utjecala je na kvalitativne i kvantitativne promjene u broju dostupnih kolegija koji pripremaju studente za poučavanje u tjelesnoj i zdravstvenoj kulturi. Posterom je i **Draženko Tomić** prezentirao svoj rad *Etika i sport prema Kvirinu Vasilju (1917-2005)* u kojemu je iznio etičke principe koji se primjenjuju u sportu. Zaključuje da sport predstavlja rizik, kako u ekonomskom tako i u etičkom smislu. Kako bi došao do pobjede, sportaš je spreman učiniti sve.

Usmeno je prezentiran rad *Korelacija odnosa prema školi i nastavi TZK s aktivnostima u slobodno vrijeme* čiji su autori **Mateja Kunješić**, **Marija Lorgier** i **Igor Bokor**. U svom istraživanju htjeli su utvrditi postoji li povezanost odnosa prema školi i nastavi tjelesne i zdravstvene kulture s bavljenjem tjelesnim aktivnostima u slobodno vrijeme tijekom studiranja. Multipla korelacija odnosa prema školi i nastavi TZK-a s obzirom na bavljenje sportskom aktivnošću u slobodno vrijeme statistički je značajna, ali se ne može sa sigurnošću tvrditi da samo odnos prema školi utječe na provođenje tjelesne aktivnosti u slobodno vrijeme. S druge strane, zabrinjavajući je podatak da se studentice, uz sve slobodne aktivnosti, najmanje odlučuju za tjelesnu aktivnost. Rad *Značaj sporta i tjelesne aktivnosti u razvoju djeteta – stavovi studentica Učiteljskog fakulteta* čiji su autori **Ivana Nikolić**, **Snježana Mraković** i **Vatroslav Horvat** govori o važnosti sporta i tjelesne aktivnosti na razvoj djece gledano sa stajališta studentica Učiteljskog fakulteta. Uočene su razlike u stajalištima studentica učiteljskog i studentica predškolskog studija.

Osim izlagača s Učiteljskog fakulteta svoje radove su iznijeli i mnogi drugi hrvatski mladi i stariji znanstvenici. Grupa autora **Fredi Fioentini**, **Tihana Nemčić**, **Goran**

Sporiš i Marko Badrić izložili su dva rada na istu temu, samo na drukčijem uzorku: *Latentna struktura motoričkih i funkcionalnih varijabli na uzorku nogometaša juniora i Latentna struktura motoričkih i funkcionalnih varijabli na uzorku nogometaša kadeta*. U prvom radu otkrivene su četiri latentne varijable: osnovna agilnost, izdržljivost, eksplozivna snaga i izokinetička sila, a u drugom uz te četiri varijable otkrivena je i sekundarna agilnost. U radu *Težina kod učenika mlađeg uzrasta iz ruralnih područja* čiji su autori **Marko Čule, Nicola Lovecchio, Alksoy Aysegul, Luca Eid, Hrvoje Podnar i Viviana Zito** govori se o aktualnoj problematici – pretilosti djece i odraslih. Iznosi se podatak kako su u adolescentsko doba, uz tjelesnu aktivnost, jako bitna pravilna djeta i izbjegavanje rizičnog ponašanja. Istom problematikom bavili su se i **Vilko Petrić, Anek Goel, Dario Novak i ostali** u radu *Težinske kategorije i navike tjelesnog vježbanja učenika iz ruralnog područja*. Srednjoškolcima su izmjerili ITM i upitnikom ispitali njihove sportske navike. Trećina ispitanih učenika ne bavi se nikakvom sportskom aktivnošću, pa je zanimljivo da njih gotovo 70% ima normalnu tjelesnu težinu. Više od polovine učenika s normalnom tjelesnom težinom izjavilo je da se bavi tjelesnom aktivnošću, dok je 64% pretilih izjavilo da se isto tako njome bave u slobodno vrijeme. Mladi autori **Mia Masnjak, Vanja Lakovnik i Lea Masnjak** posterom su ukratko izložili svoj rad *Percipirano subjektivno blagostanje, motivacija u sportskom kontekstu i procijenjena razina tjelesne aktivnosti adolescenata s intelektualnim poteškoćama*. Iz rezultata su zaključili da adolescenti s mentalnim poteškoćama vode sedentarni način života i da su djevojke neaktivnije od momaka. Zbog toga je ta populacija pod još većim rizikom razvoja mnogih bolesti povezanih s nekretnjem. **Koraljka Josipa Neferović** u radu *Sportske aktivnosti mladih gledane kroz natjecanja školsko-sportskih udruga u Požeško-slavonskoj županiji* govori o važnosti školskog sporta koji od školske godine 1999./2000. okuplja sve manje sudionika. Taj negativan trend se nastavlja usprkos povećanju broja učenika i sportova kojima se mogu baviti. Upravo zbog toga se znanstvenici trebaju potruditi i otkriti na koji način učenike stimulirati da se uključe u sportski život kako bi se negativni trend prekinuo. **Dario Novak, Matteo Merati, Francesco Casolo i ostali** prezentirali su rad *Cooperov test kod učenika mlađeg uzrasta iz velegradskog područja* u kojem su od 2003. do 2011. svake godine mjerili učenike Cooperovim testom. Utvrdili su da su djevojke najbolje istrčale 2005., a najlošije 2007., dok su dječaci najbolje istrčali 2004., a najlošije 2006. i 2009. Međutim, nije moguće utvrditi nepravilnost trenda kod oba spola. U radu *Trendovi u povećanju funkcionalnih sposobnosti učenika primarne edukacije* čiji su autori **Mislav Papec, Darija Farkaš i Danja Đapić Štriga**, govori se o važnosti promatranja, testiranja i vrednovanja kinoantropoloških karakteristika radi objektivne dijagnostike stanja i prognoze napretka. Iz svojih rezultata zaključuju da učenicima ulaskom u više razrede opada razina funkcionalnih sposobnosti i da bi trebalo raditi na jačanju njihova kardiovaskularnog sustava. Autori **Zlatko Šafarić, Davorin Babić i Hrvoje Ajman** u radu *Trendovi u povećanju eksplozivne snage kod osnovnoškolaca i srednjoškolaca* tijekom jedne školske godine prate razvoj eksplozivne snage donjih ekstremiteta testom skok u dalj s mjesta. U vrijeme predpuberteta (5.

i 6. razred) dječaci se počinju razlikovati od djevojčica u smislu eksplozivne snage. Od 7. razreda osnovne škole pa do 1. razreda srednje škole učenice se prema spolu počinju razlikovati u svim motoričkim sposobnostima. Autori naglašavaju da u tom razdoblju veći naglasak treba staviti na razvoj repetitivne i eksplozivne snage. U radu *Trendovi u povećanju visine i težine u osnovnoj i srednjoj školi* autori **Antonija Šćetarić, Ana Petković i Ivan Holik** govore o spolnoj razlici učenika s obzirom na ulazak u pubertet i uočljive morfološke promjene. Djevojčice ranije ulaze u fazu predpuberteta, pa ulaskom u adolescenciju njihov razvoj nije toliko zamjetan kao kod učenika. **Desa Vrbanac** u radu *Uzorci ponašanja u slobodnom vremenu i preferencije za tjelesne aktivnosti kod studentica prve godine Odjela za odgojne i obrazovne znanosti Sveučilišta u Puli* iznosi rezultate o uključenosti studentica u aktivnosti u slobodno vrijeme. Na žalost, većina provodi vrijeme sedentarnim načinom. Više od polovine ispitanica uključeno je u neku vrstu tjelesne aktivnosti, ali neredovito i nedovoljno za postizanje pozitivnih učinaka. **Maja Vukelja** u radu *Znakovni jezik u sportu i nastavi TZK u Hrvatskoj* govori o problematici gluhih i nagluhih. Zbog zapreke sporazumijevanja s ostalima uglavnom se odlučuju za sportove poput hodanja, trčanja i vožnje bicikla. Autorica ističe kao važnu potrebu da što više ljudi nauči znakovni jezik gluhih kako bi im mogli prenijeti svoja znanja i uključiti ih u ostale sportove.

Thulinovu nagradu Konferencije dobio prof. dr. sc. Ivan Prskalo, dekan Učiteljskog fakulteta u Zagrebu

Na završnoj svečanosti dekan Učiteljskog fakulteta Sveučilišta u Zagrebu prof. dr. sc. Ivan Prskalo primio je 31. kolovoza 2013. godine Thulinovu nagradu (*Thulin Award*), koju dodjeljuje Internacionalna federacija za tjelesno obrazovanje (FIEP) za izniman doprinos razvoju tjelesnog odgoja i obrazovanja na nacionalnoj i europskoj



Na slici su (s lijeva na desno): Branislav Antala, predsjednik FIEP Europe; Ivan Prskalo, dekan Učiteljskoga fakulteta Sveučilišta u Zagrebu; Miroslav Holienka, dekan Fakulteta tjelesnog odgoja i sporta, Sveučilište Comenius u Bratislavi

razini. Priznanje je dodijeljeno prigodom 90. obljetnice FIEP-a Europe. Do 2013. godine tu nagradu primile su samo četiri osobe, po jedna iz Rumunjske, Španjolske, Švicarske i Litve. Uz profesora Prskala istom prigodom Thulinovu nagradu je primila i ugledna profesorica dr. sc. Jela Labudová sa Sveučilišta Comenius u Bratislavi. Na dobivanju prestižne nagrade dekanu je čestitao i ministar znanosti, obrazovanja i sporta dr. sc. Željko Jovanović riječima: „Duboko vjerujem da ćete nas i u budućnosti znati obradovati ovako lijepim vijestima, koje nedvojbeno potvrđuju kvalitetu i konkurentnost visokog obrazovanja u Republici Hrvatskoj. U svoje osobno ime i u ime Ministarstva znanosti, obrazovanja i sporta, želim Vam puno uspjeha u daljnjem profesionalnom i akademskom radu.“

Ante Bežen i Mateja Kunješić